

Childminder report

Inspection date: 18 May 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children greet the childminder with smiles on arrival. They enjoy morning cuddles and happily separate from their parents. This shows that they feel safe and secure. Children enter the playroom and engage in activities based on their interests. Babies explore treasure baskets of toys, which stimulates their curiosity. They develop their balance skills while they practise sitting and reaching out for toys. They shake musical instruments as they listen to music and nursery rhymes.

The childminder provides activities for babies to develop their physical skills and core strength. They play on their tummies outdoors in the fresh air. This helps to promote their physical health and well-being. Children show sustained levels of engagement in activities for their age. The childminder creates awe and wonder as children wait for her to produce fruit from her special bag. Babies babble and wave their arms in excitement. They explore a variety of fruit using their hands and mouths. The childminder talks to them about bumpy melons, brown, hairy coconuts and big, yellow bananas. Babies play peekaboo as the childminder hides fruit under brightly coloured scarves. They roll around the carpet trying to reach melons and apples that have rolled out of their reach.

What does the early years setting do well and what does it need to do better?

- The childminder goes above and beyond to promote children's personal, social and emotional development. She visits children in their own home and attends activities with them and their parents before they join her. This helps them to get to know each other. Parents attend stay-and-play settling-in sessions. They complete 'All about me' sheets to inform the childminder about their children. This ensures that the childminder fully understands children's starting points, routines, needs and interests before they join her provision.
- The childminder meticulously plans her curriculum around what children already know and can do. For example, babies are learning about themselves. They smile as they look at their reflections in mirrors and explore their facial features. They look at photographs of themselves and their families. Babies babble as the childminder talks to them about the pictures.
- The childminder monitors children's development. She completes observations and assessments of children to inform their next steps in learning. Checks on two-year olds are completed in partnership with parents. This ensures that any areas of developmental concern are identified early so that children receive the support they need.
- Parents speak highly about the inclusive environment the childminder has created, where their children are encouraged to be accepting of each other. They talk about their children enjoying gender neutral, culturally diverse toys and resources and listening to music from around the world. Parents state they

have close working partnerships with the childminder. Feedback is received through daily conversations and regular updates on social media. Parents share children's home learning with the childminder, who uses this to plan future activities. The childminder shares her curriculum plans with parents. This ensures that parents are kept fully informed of children's learning.

- Communication and language are a key focus area. The childminder narrates children's play as she interacts with them on their level. She listens to and understands children's vocalisations and promptly responds to their needs. She provides time for children to proudly practise the new sounds they can make. Babies enjoy sharing stories and songs. The childminder models language and introduces new vocabulary. Babies discover animals hidden under flaps and play along with toy animals while listening to stories. This helps to consolidate their learning.
- The childminder promotes healthy living. Thorough hygiene procedures help to prevent the spread of infection. Children are provided with fresh water and reminded to drink regularly throughout the day. Fresh, natural, sugar-free snacks and meals are prepared by the childminder. This helps to promote good oral hygiene.
- The childminder constantly reflects on her provision and has ambitious plans to develop it further. This includes creating a role-play area and digging area in her garden. She has completed the mandatory training required to fulfil her role. However, the childminder recognises that she needs to further update her knowledge and skills, specifically in relation to the current recommendations for the care of babies.

Safeguarding

The arrangements for safeguarding are effective.

The childminder has a secure understanding of how to keep children safe. Her premises are safe and secure. She completes regular risk assessments to minimise risks, both at home and on outings. All toys and resources are age-appropriate and in good condition. The childminder ensures that children are always supervised and that safe ratios are maintained. She has completed safeguarding and paediatric first-aid training. The childminder can identify the signs of abuse, including domestic abuse, radicalisation, county lines and female genital mutilation. She has clear policies and procedures in place, which she shares with parents.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- make the most of professional development opportunities, to continue to raise the quality of care and education even further.

Setting details

Unique reference number	EY447755
Local authority	Herefordshire
Inspection number	10280313
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	0 to 0
Total number of places	12
Number of children on roll	1
Date of previous inspection	16 August 2017

Information about this early years setting

The childminder registered in 2012. She lives in Ross on Wye. The childminder opens Monday to Thursday, from 9am to 5pm, all year round.

Information about this inspection

Inspector

Sharon Wilcox

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluations of the childminder.
- The childminder showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The childminder spoke to the inspector about their intentions for children's learning.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the childminder with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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